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Manual on Organization and Administration

of

Montana High Schools

Prepared and Issued
Under the Direction of

THE STATE DEPARTMENT
OF PUBLIC INSTRUCTION

1923

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FOREWORD

This manual has been prepared by Carl A. Jessen, High School Supervisor, with the purpose in mind of giving help principally to small high schools. It is intended to be suggestive, and is not to be regarded as mandatory in any particular except in the matter of standards for accrediting issued by the State Board of Education.

The need of such a manual has been long recognized and materials have been in course of preparation and revision many months. Frequent suggestions have been secured from school executives and from other state manuals. Even now, the manual is in tentative form. No plan of organization and management can be devised which will apply to all schools equally well, so varied are the purposes served by the school and so unlike are the needs of various communities. We look forward to criticisms of a constructive type in order that later revisions may be helpful to those persons whom the manual is intended to serve.

It has been Mr. Jessen's aim in preparing the manual to be sufficiently concrete and specific that his recommendations could not be misunderstood, and to base his recommendations upon principles fundamental to the practices of the best high schools.

This manual and the series of pamphlets to be issued on the several high school subjects are to be the property of the school district or county high school and are not to be carried away by teachers. It is hoped they will help to stimulate effective organization and management, and to improve instruction in many high schools of the state attempting to serve the complex needs of their localities.

MAY TRUMPER,
Superintendent of Public Instruction.

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I. THE AIMS OF EDUCATION

Before we can intelligently set about educating an individual we should have clearly formulated to ourselves what we aim to accomplish with that education,—what dominating principles of living and acting we expect that individual to have when he leaves school. This is usually regarded as primarily a matter of concern to the school administrator; but it is genuinely important also to each individual teacher in the school. A definite understanding of the goals aimed at is a necessary antecedent to arrival at those goals.

In recent years two important studies of general aims in education have been made—important because of the care exercised in making the studies and because of the personnel of the committees which made them. We refer to the investigations carried on independently by committees representing the National Education Association and the North Central Association.

The N. E. A. Objectives

In 1918 the N. E. A. Commission on Reorganization of Secondary Education reported on the aims of education.* The commission after a prolonged and careful study of life activities formulated the objectives of education under the following heads: 1. Health. 2. Command of fundamental processes, such as reading, writing, arithmetic, oral and written expression. 3. Worthy home-membership. 4. Vocation. 5. Citizenship. 6. Worthy use of leisure. 7. Ethical character. Since the report of the committee is available and should be made accessible to all teachers no further comment upon it is here offered.

The N. C. A. Objectives

The North Central Association committee made its original report in March, 1922.† The objectives as analyzed by this committee fall into two large groups depending upon whether or not they are regarded as ultimate or immediate goals.

The ultimate goals toward which educational activities should be directed are four in number:

1. The disposition and ability to sustain certain definite social relationships, such as civic, domestic, community and the like.
2. The disposition and ability to secure and maintain a condition of personal good health and physical fitness.
3. The disposition and ability to engage successfully in vocational activities.
4. The disposition and ability to employ leisure time in worthy manner.

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* This report is described as Bulletin of the Bureau of Education, 1918, No. 35, *Cardinal Principles of Secondary Education*. The price of the bulletin is five cents; it may be secured from the Superintendent of Documents, Washington, D. C. It should be in the professional library of every high school, large or small, as should all the other reports of the N. E. A. Commission.
For a complete list of these reports see page 43.

† This report is available in *Part II of the Proceedings of the Twenty-Seventh Annual Meeting of the North Central Association* and may be secured from President Harry M. Gage, Coe College, Cedar Rapids, Iowa. The price is 50 cents.

The specialized or immediate goals—the whole group of which apply to each of the ultimate goals—are enumerated as follows:

1. The acquisition of fruitful knowledge.
   a. Preparative to acquiring other knowledge.
   b. Knowledge functioning directly in developing dispositions and abilities.
   c. Knowledge used in control of life situations.
2. Development of attitudes, interests, ideals and appreciation.
3. Development of mental techniques in such processes as perception, memory, imagination, judgment, etc.
4. Acquisition of right habits of conduct and skills useful in living.

The program of the N. C. A. committee contemplates the application of these goals, both ultimate and immediate, to the various high school subjects. Some of this work for seventh, eighth, and ninth grades has been done and was reported to the N. C. A. at its March meeting, 1923. More material is being prepared and will undoubtedly be made available by the N. C. A. This breaking up of the goals into specifics is a vital piece of work which should be viewed with interest by high school teachers.

II. THE PROGRAM OF STUDIES

General Considerations

The preparation of a satisfactory program of studies for any given high school is a task which requires careful thot and deliberation. The principal of a small high school with limited teaching force will need to consider that it will be impossible to provide many electives,—probably none at all; it then becomes exceedingly important to select the studies with great care, keeping in mind what subjects will be of greatest value to the greatest number of pupils. The training of the teaching staff for the giving of these courses is a prime consideration. Then, too, the demand and, more especially, the need of the community for certain courses should be heeded. Again, the financial condition of the district must be considered; no course should be offered for which adequate equipment cannot be supplied.

Committee Recommendations

Considerable weight should be attached to the judgment of educational experts composing the membership of the various committees which carry on studies and offer recommendations from time to time. In that direction lies progress. As nearly as can be judged at the present time the most authoritative recent recommendations for a high school of average size are as indicated in the table on page 8.

Discussions

English

The twelfth grade course or courses in English may be elective. There is considerable diversity of opinion as to whether three or four years of English should be required of all high school graduates.

The National Joint Committee on English in 1917 expressed the opinion (page 27 of their report) that, granting the possibility of great improvement in English instruction, still "the relation of language to the expanding life is so close and intimate that to drop the systematic practice of speaking, writing, and reading at any point in the school program would be like ceasing to exercise or to take food."

The North Central Association report (1922) states that "to the study of English should be devoted not less than five units in grades 7-12, with additional electives in grade 11 or grade 12."

Of the 34 states whose high school manuals have been published since 1917, thirteen require four units of English of every four-year high school graduate; seventeen require three units of all graduates and variously indicate the fourth unit as required in some courses, as recommended for all courses, or as a free elective; three require two units and list two additional units as elective; one offers no high school work beyond the eleventh grade.

Under the standards for accrediting, Montana high schools are obliged to require three units of English of every candidate for graduation. In general, Montana high schools will do well to require four years of English, at least until such time as elementary school graduates shall enter high school with more uniformly good training in English.

Department	Ninth Grade	Tenth Grade	Eleventh Grade	Twelfth Grade
ENGLISH	Composition Literature	Composition Literature	Composition Literature	Composition Literature
SCIENCE	General Science	Biology	Chemistry	Physics
HISTORY AND SOCIAL SCIENCE	General Social Science (Including Vocations)	World History	American History and Government or American History	Sociology and Economics or Problems of Democracy
MATHEMATICS	General Mathematics I or Algebra	General Mathematics II or Plane Geometry	Advanced Algebra Trigonometry or Solid Geometry	
LATIN	Latin Grammar	Grammar and Reading (Some of Caesar included)	Cicero	Virgil
MODERN LANGUAGE	French I Spanish I	French II Spanish II	French III Spanish III	French IV Spanish IV
COMMERCIAL	Commercial Arithmetic Commercial Geography Elements of Bookkeeping	Bookkeeping I	Advanced Bookkeeping Stenography I Typewriting I Industrial History	Business Organization Stenography II Typewriting II Secretarial Practice Business English Salesmanship Commercial Law
AGRICULTURE	Farm Crops	Animal Husbandry (Poultry)	Soils (Horticulture)	Farm Engineering Farm Management
MANUAL ARTS	Woodworking, Woodturning, Forging, Machine Shop, and Mechanical Drawing. Work in wood usually precedes work in metal. Mechanical Drawing thruout.			
HOME ECONOMICS	Foods Clothing	Foods Clothing	Foods Dressmaking Designing Textiles	Nursing Household Management
MUSIC	Continuous thruout course			
DRAWING	Continuous thruout course			
PHYSICAL TRAINING	Required thruout course.			

General science seems to have come to stay. An increasing number of colleges are recognizing it as a valid entrance unit. In the report of the N. E. A. Commission on the Reorganization of Science in Secondary Schools the recommendation is made that general science be offered either in the grammar grades or in high school of every school system. In the 34 states referred to above, general science is required in all high school courses of 4 states, is required earlier than the ninth grade in 3, is listed as an elective in 22, and is not listed in 5.

General Science

Recent state manuals and reports of historical, economic, and sociological organizations are quite unanimous in recommending the curtailment of time given to foreign history and the substitution in the high school program of subject matter of more purely sociological content. The recommendations of the National Council for the Social Studies* on this subject will be eagerly awaited.

Social Science

An important part of the ninth grade course in social science is the study of occupations. The Social Science Section of the M. S. T. A. recommends that in addition Montana history and civics be taught during this year. Since there is at present no suitable text in Montana history some schools may wish to substitute for Montana history other material of sociological content.

The one year course in world history is recommended for adoption. The course intended here is not the same as is known under the name of modern history or modern European history. As recommended by one committee the course "should consist of an outline survey of social evolution, including prehistoric times,—should emphasize the social and economic sides, trace the historic development of ideals and institutions, and reveal the solidarity of modern nations." It is realized that many schools have planned and provided for two years' study of foreign history. The intention here is not to change this plan violently or suddenly; but it is recommended that as soon as practicable the foreign history course be condensed into one year.

A considerable number of high schools in the state are giving a full year to the study of American history in the eleventh grade followed by a course in problems of democracy in the last year of high school. Where, as in the majority of the schools, American history and civics are offered in the eleventh, and sociology and economics in the twelfth grade, it is profitable to give a major portion of the time in the eleventh grade to American history, this extra time for American history being secured at the expense of civics.

The National Committee on Mathematical Requirements issued its report late in 1921. One of the committee's recommendations is that a course in general mathematics be a required subject in the ninth grade.

General Mathematics

Such a course would undoubtedly be somewhat of an experiment in the average Montana high school. On the other hand, it may be that

*An organization perfected in 1922 for the purpose of unifying the work of the various historical, geographical, economic, political science, and sociological organizations. The official organ of the National Council is *The Historical Outlook* published by the McKinley Publishing Co., Philadelphia.

general mathematics furnishes a solution of some of the acknowledged ills in our algebra and plane geometry courses. Schools where general mathematics has been tried in the past furnish reasonable evidence that such courses are workable when taught and administered with enthusiasm and judgment.

The State Department is inclined to favor trial of general mathematics but only in schools where unusually capable mathematics instructors are employed and where the course can be offered as an alternative with traditional algebra and plane geometry courses.

Commercial

Considerable variety in the commercial program is suggested in Bulletin of the Bureau of Education, 1919, No. 55, referred to on page 43.

General Shop

Somewhat analogous with generalized courses in science, mathematics, and social science there is evident in some schools a tendency toward general shop courses. These generalized shop courses may include elementary training in automobile mechanics, electrical shop, machine shop, plumbing, sheet metal work, printing, etc. It is not expected that pupils will be capable printers, plumbers, auto-mechanics, or electrical workers immediately upon completion of these courses; specialization, intended to be directly vocational, will come in the later high school years. The general shop course is a "finding" course; its primary purposes is to give opportunity for discovery of individual pupil interests and capacities. Those interested in these courses will do well to secure from the California State Department of Education information regarding the community occupational schools operated in that state.

III. THE CURRICULUM

It is quite universally recognized that, for purposes of curriculum making, there are two types of subjects, namely, those which all pupils should be required to take and those which are designed to satisfy the needs of certain localities or of certain groups of students. Subjects of the former type are those which are necessary to make the individual a useful member of society; the second group includes subjects valuable to the vocational and avocational interests of the individual.

Constant Subjects

The following subjects are recommended to constitute the "core" curriculum required of all pupils in Montana high schools:

English	Three units
Social Studies	Two units
Mathematics	One unit
Science	One unit

The only exception which may be made to the above is in the case of pupils pursuing a special industrial course. Such pupils, however, should not be granted the regular diploma of graduation; they may be given a certificate stating facts of their attendance and attainments. Attention is directed to the demand of the standards for accrediting that every high school include in its graduation requirements the earning of three units of English and one unit in American history and government.

Variable Subjects

Of equal importance with the principle just discussed is differentiation in the curriculum to meet the needs of different localities and of individual groups of students. However, just as it is vital that all pupils should be obliged to take constant subjects, so it is essential that in so far as possible the privilege of election should be extended in the case of variable or differentiated subjects. Certainly the number of academic subjects should not be so limited that pupils will in effect be required to take vocational subjects which they do not desire.

Curriculum Types

In preparing the following curriculums these principles have been kept in mind. The "core" curriculum is everywhere present; differentiation in so far as seems practicable has been introduced. The curriculums here presented may be divided into three groups:

1. Types A, B, C, D. Here differentiation consists solely in selection of certain subjects to be studied by all: no electives are offered to individual pupils.
2. Type E. In addition to selection of subjects by the school, pupils may be given opportunity for election.
3. Type F-1, 2, 3. Differentiated curriculums are introduced.

Type A. Two Year High School Employing One Full Time Teacher.

School Year, 1923-1924, and Alternate Years Thereafter.

Ninth Grade	Tenth Grade
English I	English II
World History	World History
General Mathematics I or Algebra	
SELECT ONE:	SELECT TWO:
Commercial Arithmetic (½) and Commercial Geography (½)	Commercial Arithmetic (½) and Commercial Geography (½)
Animal Husbandry	Animal Husbandry
Foreign Language I	Foreign Language II
	General Mathematics II or Plane Geometry
	Bookkeeping

School Year, 1924-1925, and Alternate Years Thereafter.

Ninth Grade	Tenth Grade
English I	English II
General Science	General Science
General Mathematics I or Algebra	
SELECT ONE:	SELECT TWO:
General Social Science	General Social Science
Farm Crops	Farm Crops
Foreign Language I	Foreign Language II
	General Mathematics II or Plane Geometry
	Bookkeeping

Subjects duplicated in the listing above may be taught to combined classes.

Type B. Two Year High School Employing One Full Time Teacher and One Half Time Teacher.

Same subjects recommended as for Type A curriculum except that shop for boys and home economics for girls may be substituted for one elective in each grade.

Type C. Three Year High School Employing Two Full Time Teachers.*

School Year, 1923-1924, and Alternate Years Thereafter.

Ninth Grade	Tenth Grade	Eleventh Grade
English I	English II	English III
General Science	World History	American History and Government
General Mathematics I or Algebra		
SELECT ONE:	SELECT TWO:	SELECT TWO:
		Physics
Commercial Arith. (½) and Commercial Geography (½)	Commercial Arith. (½) and Commercial Geography (½)	Salesmanship (½) and Commercial Law (½)
Animal Husbandry	Animal Husbandry	
Foreign Language I	Foreign Langauge II	Foreign Language III
	Biology	
	General Mathematics II or Plane Geometry	Industrial History
	Bookkeeping	

School Year, 1924-1925, and Alternate Years Thereafter.

Ninth Grade	Tenth Grade	Eleventh Grade
English I	English II	English III
General Science	World History	American History and Government
General Mathematics I or Algebra		
SELECT ONE:	SELECT TWO:	SELECT TWO:
General Social Science	General Social Science	Chemistry
Farm Crops	Farm Crops	Business English
Foreign Language I	Foreign Language II	Foreign Language III
	Biology	
	General Mathematics II or Plane Geometry	Advanced Algebra (½) and Trigonometry (½) or Solid Geometry (½)
	Bookkeeping	

Subjects duplicated in the listing above may be taught to combined classes.

* There is little reason for the establishment of a three year high school except as a step between a two year and a four year high school. If the enrollment warrants the introduction of eleventh grade work it will usually warrant the introduction of twelfth grade work the following year. The curriculum here suggested is organized upon this plan.

Type D. Four Year High School Employing Two Full Time Teachers and One Half Time Teacher.

School Year, 1923-1924, and Alternate Years Thereafter.

Ninth Grade	Tenth Grade	Eleventh Grade	Twelfth Grade
English I	English II	English III	SELECT FOUR:
General Science	World History	American History and Gov't.	English IV
Gen. Mathematics I or Algebra			Sociology (½) and Economics (½) or Problems in Democracy
SELECT ONE:	SELECT TWO:	SELECT TWO:	
Commercial Arith. (½) and Commercial Geog. (½)	Commercial Arith. (½) and Commercial Geog. (½)	Physics	Physics
Ani. Husbandry	Ani. Husbandry	Salesmanship (½) and Commercial Law (½)	Salesmanship (½) and Commercial Law (½)
Latin I	Caesar	Virgil	Virgil
Mod. Language I	Mod. Language II	Mod. Lang. III	Mod. Lang. IV
	Biology		
	Bookkeeping	Industrial Hist.	Industrial Hist.
	Gen. Mathematics II or Plane Geom.		

School Year, 1924-1925, and Alternate Years Thereafter.

Ninth Grade	Tenth Grade	Eleventh Grade	Twelfth Grade
English I	English II	English III	SELECT FOUR:
General Science	World History	American History and Gov't.	English IV
Gen. Mathematics I or Algebra			Sociology (½) and Economics (½) or Problems in Democracy
SELECT ONE:	SELECT TWO:	SELECT TWO:	
Gen. Soc. Science	Gen. Soc. Science		
Farm Crops	Farm Crops		
Latin I	Caesar	Cicero	Cicero
Mod. Language I	Mod. Language II	Mod. Lang. III	Mod. Lang. IV
	Biology	Chemistry	Chemistry
	Bookkeeping	Business Eng.	Business Eng.
	Gen. Mathematics II or Plane Geom.	Adv. Algebra (½) and Solid Geometry (½)	Adv. Algebra (½) and Trigonometry (½) or Solid Geometry (½)

Subjects duplicated in the listing above may be taught to combined classes.

Type E. Four Year High School Employing Three Full Time Teachers.

Same subjects recommended as for Type D curriculum except that shop for boys and home economics for girls may be substituted for one elective in each of the ninth and tenth grades

OR

three free electives may be offered in addition to the regular subjects selected by the school as a whole.

Type F. Differentiated Curriculums in High Schools Employing Four or More Full Time Teachers.

The four teacher high school can conveniently offer two curriculums. As teachers are added and the enrollment increases more curriculums may be organized, more variables within the curriculum may be given, and more free electives may be offered.

The pupil who intends to go to college or who may go to college should generally select his electives in the departments of English, mathematics, science, history, and foreign language. Emphasis within these academic subjects will depend upon what line of work will be pursued in college; the engineering student will elect as much mathematics as possible, the medical student will specialize in sciences, the liberal arts student will desire a general academic high school curriculum. The requirements of colleges and universities in various sections differ somewhat; it is, therefore, important that the pupil secure as early as possible a catalog of the institution which he expects to enter and select his subjects in accordance with the entrance requirements. Following is listed a minimum and maximum table of units of credit which will admit applicants to the majority of institutions in the West and Middle West. The minimum list here given will usually not admit a student to an eastern University and will, of course, not admit him anywhere unless he supplements it sufficiently to have a total of fifteen units of credit:

1. College Preparatory

Department	Units of Credit Minimum	Maximum
English	3	4
Mathematics	2	4
Science	2	4
Foreign Language	2	4
History and Social Studies	2	4

Beginning with school year 1927-1928, graduates of accredited high schools may be admitted to the various institutions comprising The University of Montana only when their secondary courses include the following: three units in English; one unit in American history and government; and two units in each of any three of the groups of mathematics, history and social science, laboratory science, and foreign language. Beginning 1924-1925, those applicants for admission whose high school grades would place them in the lower one-third of their high school class will need to pass entrance examinations even when coming from accredited high schools; the other two-thirds will be admitted without examination.

The large majority of pupils will never receive schooling beyond the high school; many of them will not be able to complete their high school course. Every pupil who will pass from high school directly into "life" should be given opportunity for training which will be of tangible vocational value to him when he leaves school. The nature of such training will vary greatly with the individual pupil and with the locality in which he lives. He should be required to take the "core" subjects indicated on page 11 and should be given opportunity to elect one, or in rare cases, two lines of vocational work.

2. Vocational

One especially numerous group of pupils is interested in preparation for clerical work. In general, it is true that a pupil with this ambition

must complete a four-year high school course before he can be of value as a stenographer or bookkeeper. A generally satisfactory commercial curriculum will include the following subjects:

Subject	Units of Credit
English	3—4
Mathematics	1
History and Social Studies	2—4
Science	1—4
Commercial Arithmetic	½
Commercial Geography	½
Bookkeeping	1—3
Stenography and Secretarial Practice	2
Typewriting	1—2
Business English	1
Electives bringing total to	16

Electives are frequently chosen from subjects in the commercial field, such as commercial law, salesmanship, industrial history, etc.

The N. E. A. Commission on Reorganization of Business Education* recommends differentiation within the commercial curriculum to take care of three classes of pupils as they are interested in general business and bookkeeping, stenographic and pre-secretarial, or retail selling and store service training. While such variables are desirable, only the larger schools will be able to supply them. In most of our schools training for general efficiency in bookkeeping and secretarial work will be the rule for some time to come.

Chapter 102 of the Revised Codes of Montana, 1923, provides for state appropriations and certain requirements for offering normal training courses under state supervision for the preparation of teachers for rural schools. The law provides the course shall be offered during the eleventh and twelfth years. Certain preliminary courses are recommended during the ninth and tenth years, if possible, so as to avoid overcrowding of the last two years. The course is as follows:**

Ninth Grade	Tenth Grade	Eleventh Grade	Twelfth Grade
English I	English II	English III	English IV with Grammar and Teaching English in Grades
Home Economics	World History‡	Rural School Management ½ Yr.	Psychology
General Science	Plane Geometry or Elective	Ag. and Nature Study ½ Yr.	Sociology or Economics
Algebra or Elective	Elective	Review of Com. Branches	Reading and Children's Literature
Phys. Education†	Manual Tr. and Ind. Arts†	U. S. History and Civics Music†	Practice Teaching (Last 9 weeks)

* See reference to report on page 43.

**School administrators contemplating offering the course should secure more detailed information from the State Department of Public Instruction.

† At least one period per week.

‡ The world history course should include ancient, medieval and modern history.

Many a pupil enters high school and even completes his high school course with little or no consideration of what his vocation is going to be. This is a thoroughly undesirable situation and one which should be rectified whenever found. The remedy is vocational guidance, whether such vocational information and guidance be the concern of a special course or department, or it be coordinated with some other course, such as English.

3. General

In the meantime, we have pupils who enter our high schools and who remain there without being able to determine upon any definite plan for the future. Probably the best disposition which can be made of them for the time being is to allow them to take a somewhat general course. The "core" curriculum should, of course, be required; in addition definite restrictions should be placed upon their election of subjects; otherwise the perennial tendency with many of them will be to shift from whatever line of work they have been pursuing. Many schools find it advantageous to work out a system of majors and minors in order that these pupils may not graduate without having completed a somewhat organized curriculum.

Concluding Explanations and Suggestions

Physical training, music and drawing should receive more school time and attention than is being given to these subjects at present.

Absolute adherence to time requirements as stated in No. 17 of the Standards for Accrediting should be enforced in granting credit for work done.

No credit shall be given any pupil for less than two years of work in any one foreign language.

No credit shall be given any pupil for less than two years of work in stenography.

Stenography should always be accompanied by typewriting; typewritting may be taken without stenography.

No combinations of classes or alternation of subjects should be attempted except as listed in foregoing curriculums.

These curriculums are thot of as being neither exhaustive nor mandatory. Situations will be found which they will not fit. Financial difficulties may interfere with their adoption in certain localities; administratively it may be undesirable or impossible to introduce them in their entirety in some schools; large high schools may wish to offer subjects not listed. The types here presented have been prepared as suggestive of the most modern tendencies in curriculum making. Their adoption by a considerable number of schools in the state will do much to bring about the many advantages resulting from uniformity in curriculum organization.

IV. ACCREDITING ASSOCIATIONS

The Northwest Association

The Northwest Association of Secondary and Higher Schools was organized in 1917 and began activity as an accrediting agency during the school year 1917-1918. As the name implies, its territory is limited to the northwestern part of the United States; to date it has operated in Washington, Oregon, Idaho, and Montana. Approximately twenty-five Montana high schools are members.

The North Central Association

The North Central Association of Colleges and Secondary Schools has operated as an accrediting agency for twenty-eight years. At present eighteen states are members and two more have applied for admission. Thirty Montana high schools have been approved for accrediting.

Standards and Requirements

The requirements for admission to accrediting are essentially equivalent in the two associations. No school may become accredited by the Northwest Association unless it employs four teachers of academic subjects; the N. C. A. will not consider schools which do not have the equivalent of three full time teachers of academic high school subjects. Both associations have exacting standards regarding buildings, equipment, laboratory and library facilities, graduation requirements, efficiency of instruction, intellectual and moral tone of the school, and the filing of complete reports. Graduation from an approved college and eleven semester hours of education are training requirements placed for all academic teachers. The teacher-pupil ratio may not exceed 1-25 and no teacher may be assigned more than six periods of classroom work or meet more than 150 pupils in daily recitation. Revisions of the standards applying to teaching load are being contemplated in both associations and revisions of other standards may, of course, be made from time to time. Each association requires that there be appointed a state committee consisting of one high school principal, one member of the state department, and one representative of the state university.

Values of Accrediting

The values of accrediting by these associations are numerous but principally they concern the standing of the school and of its graduates. The similarity of the standards would suggest the equal importance to be attached to accrediting by either association.

V. STATE ACCREDITING

Especial attention is directed to the following standards for accrediting Montana high schools adopted by the State Board of Education, July 28, 1923. These standards are, of course, minimum requirements; schools should not be content with barely meeting them. Certainly no school which does not meet them has any reason to expect accrediting.

Accrediting is passed upon by the State Board of Education at its July meeting, after all work has been done and all reports have been submitted. Notices of action are mailed to clerks of boards of school trustees as soon as possible after the meeting.

Standards for Accrediting Montana High Schools

1. The time for which schools are accredited shall be limited to one year.

2. Every accredited high school in the state shall keep a permanent record of each pupil's work and attendance.

3. Every accredited high school must teach a minimum of 170 days net in a school year.

4. No school which does not require fifteen units for graduation shall be accredited for four years of work. Sixteen units are recommended.

5. No school shall be accredited when any teacher or teachers, including grade teachers, are selected without the recommendation of the suprintendent of such school; in case there is no superintendent, the recommendation of the high school principal shall prevail.

6. It is recommended that the minimum attainment of teachers of academic subjects shall be equivalent to graduation from a standard college requiring the completion of a four year course of study of 120 semester hours in advance of a standard four year high school course. It is further recommended that the minimum professional training of all teachers shall include at least twelve semester hours in education. No school shall be accredited which does not comply with the laws of the State of Montana regarding the certification of teachers.

7. The total daily teaching time of any teacher doing full time or part time high school teaching should not exceed 225 minutes; 270 minutes may be assigned without interference with accrediting; in extreme cases, on application, permission may be granted for 315 minutes of daily recitation work.

8. No school whose teaching force in high school consists of fewer than two teachers for full time and one teacher for half time shall be accredited for four years of high school work. No high school employing fewer than two teachers for full time shall be accredited for three years of high school work. No school shall be accredited for two years where the high school requires less than the full time of one teacher.

9. The efficiency of instruction, acquired habits of thot and study, the general intellectual and moral tone of the school are paramount features, and, therefore, only schools which rank well in these particulars, as evidenced by rigid thorogoing, sympathetic inspection shall be considered eligible for accrediting.

10. No high school shall be accredited unless high standards of

work and attainment are maintained in the elementary schools of the district. Especially important are the quality of instruction, the certification of teachers, the number of pupils per teacher, the length of the school term, and the number of teachers in the grades as compared with the number of teachers in the high school.

11. Admittance to advanced standing of pupils from unaccredited schools usually tends to lower the standards both of the school from which they come and of the school which they enter. It is recommended that this practice be discontinued except with unusually well qualified students.

12. Every fully accredited high school shall maintain at all times at least three years of English and require not fewer than three units of English in a four year course. Four units of English as a requirement for graduation are recommended. The Board will discourage the placing of more than one hundred students per teacher in English classes.

13. A year's work in American history and government equivalent to one unit of credit is required of every high school accredited for three or four years. No student who has not earned one unit of credit in American history and government may graduate from a three or four year accredited high school.

14. No school employing fewer than four high school teachers for full or part time will be accredited for more than two laboratory sciences given during any school year; high schools employing one teacher for full or part time will not be accredited for more than one laboratory science a year.

15. No school employing fewer than four teachers of academic subjects shall be accredited for more than one foreign language.

16. High school periods shall be not less than forty minutes long exclusive of the time used in passing between classes.

17. The following minimum time requirements for one unit of credit shall be adhered to rigidly; courses requiring fractional amounts of time shall receive corresponding fractional amounts of credit:

Subjects	Minutes per week for 36 Weeks	
	Recitation	Laboratory
Academic subjects, such as English, history, language, mathematics, etc.	200	.....
Subjects, such as sciences, requiring recitation and laboratory	120	160
Subjects requiring no outside preparation	.....	400

18. The laboratory and library facilities shall be adequate to the needs of instruction in the subjects taught.

19. The location and construction of the buildings, the lighting, heating and ventilation of rooms, the nature of laboratories, corridors, closets, water supply, school furniture, apparatus, and methods of cleaning shall be such as to insure hygienic conditions for both pupils and teachers.

20. No high school which has fewer than two recitation rooms in addition to the study room shall be accredited for four years of work.

21. No accredited school with limited teaching force shall be permitted to add, without the permission of the accrediting officer, classes or courses which are not accredited.

22. After September, 1924, it will be the policy of the State Board not to accredit high schools which fail to reach the following enrollments of eligible high school pupils:

Type of High School	Enrollment
One year	6
Two year	12
Three year	18
Four year	24

23. In computing apportionment of money raised by county-wide tax for the support of high schools subtractions shall be made from teaching time and pupil attendance: (a) In all work not accredited; (b) of all pupils residing outside the county; (c) of all ineligible pupils.

The following classes of high school pupils are eligible to be counted for apportionment: (a) Those who have passed successfully the state eighth grade examination; (b) those who have passed successfully the eighth grade examination given by the superintendent of schools in systems permitted to give their own examination; (c) all pupils sixteen years of age or over who desire to enter for special courses and who have passed successfully an examination given jointly by the county superintendent of schools and the principal of the high school. In apportioning county money, the county superintendent of schools shall count the attendance of eligible high school students who have been admitted under (a) and (b). He shall count those admitted under (c) only when they shall have been in attendance fifty days.

24. High schools shall be classified by the State Board of Education, as approved or probationary. Probationary rating may be given schools which fail to meet fully the demands of the standards for accrediting. Schools submitting their reports late or in incomplete form may also be placed on the probationary list. Probationary rating will not interfere with apportionment of county money or with standing of pupils, but is a warning to the school to comply strictly with the demands of the standards for accrediting.

VI. COMMENT RELATING TO ACCREDITING POLICIES

Frequently inquiries are directed to the State Department concerning the interpretation of standards or concerning choice of methods to be employed in meeting them. In the following pages effort has been made to answer some of the questions which recur, to point the solution of a few of the problems which arise, and to pass on information concerning good practices observed or projected.

The Small High School

Values

Sparsity of population in Montana necessitates the establishment of a large number of small high schools. Such high schools undoubtedly perform a valuable service in that more pupils are given opportunity for high school education and pupils can be kept at home during those critical high school years.

Objections

On the other hand, there are certain well founded facts to be advanced in opposition to the high school of decidedly low enrollment. Frequently such schools are taught by young, inexperienced instructors; usually they are poorly equipped; inherently they are unable to offer strong competition in classes; essentially they are limited in providing the socializing influences so important in education; inevitably they are expensive.

In the midst of such conflicting considerations it is difficult often to determine whether or not a high school shall be established or, if established, whether or not it shall be continued. It would be impossible here to draw up principles general enough to apply throughout the state, specific enough to suit local conditions, and complete enough to cover all situations. There are, however, two factors which are absolutely essential to the successful operation of a high school: these two are finance and enrollment.

Finance

The financial condition of the district should be such that money is available for buying necessary equipment and for paying teachers' salaries adequate to attract capable instructors. Furthermore, it should be possible to finance the high school without in any way subtracting from the efficiency of the grades in number of teachers, in salaries of teachers, in length of term, in equipment, or otherwise. Obviously it is preposterous to expect good high school work to be built upon poor grade foundation.

Enrollment

The enrollment should be large enough not only to warrant the expenditure but also to provide the stimulus of association and of competition in class work and student activities. In at least nine states this is considered so important an item as to be written into the accrediting requirements in the form of minimum enrollment demands. Following is a table of states and minimum enrollments required for four years of accrediting:

Delaware	30
Idaho	30
Louisiana	20
Minnesota	45
North Carolina	45
North Dakota	30
Virginia	30
Washington	24
West Virginia	40

In Idaho, where conditions are in many ways similar to those of Montana, a two year high school must enroll 16, a three year high school 24, and a four year high school 30, in order to qualify for accrediting. In Washington the enrollments required in these same types of high schools are respectively 12, 18 and 24.

Considerations such as these led the State Board of Education to announce in December, 1921, its policy not to accredit high school work in which the per capita cost was abnormally high. In July, 1923, the present standard 22 establishing minimum enrollment figures was adopted. The specification of a minimum enrollment will, it is felt, serve to provide better schools, discourage the extravagant per capita costs sometimes encountered, and, where applicable, hasten consolidation into larger units.

State Board Policy

Certification of Teachers

The state law demands that teachers in Montana schools shall be certificated. It is also required that certificates be registered with the county superintendent of schools in the county where the teacher is employed.

Certification Laws

At the present time the following types of certificates allow a teacher to instruct high school classes: life, state (6 year), diploma state normal college (6 year), university certificate of qualification to teach (6 year), professional (4 year), temporary state (1 year). In addition special certificates, valid for one year and renewable for the time a teacher remains in the same district, may be secured for the teaching of music, art, public speaking, physical education, penmanship, manual training, home economics, agriculture, and commercial subjects. A special certificate entitles the holder to teach only the subject or subjects for which it is issued.

Types of High School Certificates

Under the new certification law, effective September 1, 1924, life and state certificates will be classified as elementary (valid grades 1—10), and secondary (valid grades 5—12). By meeting specialized preparation requirements, holders of these certificates may have them extended to apply to grades 1—12. The initial issuance of the professional certificate will be discontinued, September, 1924. The new law is, of course, not retroactive; certificates already in effect September 1, 1924, will not be affected.

New Certification Law

More detailed information regarding teacher certification may be had by reference to the school laws, chapter 86, and by securing from the State Department of Public Instruction the pamphlets issued on teacher certification from time to time.

Size of Classes

A class of normal size will number 18—20 pupils; a class of 25 is large; no instructor should be asked to teach a class enrolling more than 30 pupils except in cases involving little or no correction of papers.

Maximum

A subject ought not to be offered unless at least five pupils elect it. In communities far removed from established high schools it may occasionally be advisable to offer third and fourth year work to small classes. Frequently, however, it is true that it would be much more profitable for the pupil as well as for his home district if he were to attend some nearby well established high school,—especially for his third and fourth year work.

Minimum

Number of Subjects a Student May Pursue

Four full time subjects with music, drawing, and physical training as extras furnish a full program for the average high school pupil. Only with seniors who need the fifth unit in order to graduate and with such other students as have shown unusual ability should exception be made. These may, if it seems advisable and if they received grades of 85 or more in every subject taken the preceding semester, be given permission to carry more than four subjects.

A Full Program

The application for permission to carry extra work should be written and signed, not only by the student, but also by the parent or guardian. It should state the percentage earned during the preceding semester in each subject carried as well as the reason for requesting extra work. Except with a senior student planning to graduate the explanation that the student failed in some of his work during the past year forms no reason at all for allowing extra work this year. On the contrary, it is one of the best reasons that can be assigned for not allowing extra work, since the pupil who completed and passed in less than four units of work last year has very little reason to suppose that he will be able to do five units of work this year. Such shotgun methods of hunting credits should be discouraged. As soon as a student carrying more than four full time subjects falls below passing in any of his work he should be required to drop the fifth subject.

Granting Extra Work

It should be a rare occurrence for any student to graduate from a four year high school course in less than four years. Even the chance of trying it should be reserved for exceptional students. The frequent graduation of pupils in three years from high schools of moderate size announces eloquently the fact that low standards are being maintained.

Graduating in Three Years

Attendance, Punctuality, Entry and Withdrawal

Students absent from classes should be required to secure an admittance slip from the office before they are re-admitted. They should also be required to make up the work missed as a result of such absence. Unless the work is made up in a satisfactory manner, zero should be given for each day's work thus missed.

Entry After Absence

The attendance, punctuality and late entry record, except under abnormal conditions, such as epidemics, discloses vital facts regarding the efficiency of the schools. It indicates the serious interest which pupils and parents have in the work of the schools; it is an index of the results achieved by pupils in the various school subjects; it is a criterion by which to judge whether or not the money paid toward the support of schools

Attendance and Punctuality

is put to good use. For these reasons the record which a school can show in the matter of attendance and punctuality will have an important bearing on the efficiency rating the school may receive.

Forms of absence, although not so rated, are late entry and early withdrawal. Attendance registers have been examined where more than one-third of the high school pupils entered two or more weeks late. It is not argued that there never is reason for late entry; it is claimed that some school systems have much more of it than is absoutely necessary. Some schools have practically eliminated late entry; in others it is an embarrassing problem. If parents were made to realize how badly late entrance breaks into the work of the school and how unfortunate for their children both late entry and early withdrawal are, the evils attendant upon these two forms of irregularity could to a great extent be eliminated.

Late Entry and Early Withdrawal

Grading of Pupils

The use of letters or of percentages in indicating quality of work done is much a matter of choice and is here left to the choice of individual schools. Similarly decision as to method for arriving at a pupil's period or semester marks in any given subject is left to the local school authorities. The system most frequently employed consists in assigning a value of two-thirds to the daily class standing and one-third to the final test or examination. In some schools equal values of one-third each are assigned to class recitations, tests, and final examinations.

Method of Grading

Whatever grading methods are used they should be clearly understood by pupils, parents, and teachers. If a system other than percentages is employed explanation of the meaning of marks should be made on report cards, in the permanent record, and on all statements issued by the school for the purpose of transfer of credits. Under no circumstances should statement regarding the passing grade be omitted.

A final mark equivalent to 75 per cent is recommended as the passing grade; it is not at all unreasonable to demand that work shall be done three-fourths correct before credit is granted.

Passing Grade

A conditioning grade of 70 per cent has been established in many school systems; successful passing of a re-examination usually removes the condition. Wherever such a system has been adopted it is recommended that the final time limit for the re-examination be placed at one month after the opening of the following semester or school year. Pupils who are not ready to take the re-examination at that time forfeit their right to remove the condition except by re-taking the subject.

Conditions

If the local school authorities see fit, a system of exemptions from final examinations may be introduced. Such exemptions should be granted only to pupils who maintain a superior standard of scholarship and deportment during the year. The standard should be placed high—an average of 90 per cent at least. No pupil should be excused or exempted from taking any period test or quiz.

Exemptions

The principal should consider himself responsible for exercising supervision over the grading of pupils in the school. Inexperienced teachers especially need direction on this point; frequently they will grade too sympathetically or too severely for their own good and for the good of the school. Exercises in grading, demonstrations, discussion of norms, scales, distribution curves, and comparison of grades issued may well receive attention at a faculty meeting some time early in the year. Checking of grades from time to time during the year will indicate teachers with whom it is necessary to have private conferences.

Supervision of Grading

Educators are coming to realize more and more that a system of grading pupils entirely on class work places emphasis too exclusively on mental training. As a consequence there is a growing disposition to indicate attainments in the development of habits, attitudes, and qualities of character. Some rather elaborate plans of this kind have been prepared, notably one by the Horace Mann School of New York City.

Grading Results Other Than Scholarship

In a number of schools beginning steps have been taken in this direction in the grading of deportment and effort. Deportment may be marked by the same method of grading as for subjects pusued or it may be indicated by the use of only two grades, satisfactory and unsatisfatcory. A rating for effort or application may be given pupils if each teacher will enter the report card mark in red ink whenever in her opinion the pupil has not applied himself faithfully to the work in her subject. By this system a mark of even 85 or 90 per cent may be written in red ink if the teacher feels that the mark represents work considerably below the ability of the pupil to perform. A red ink card thus becomes a conspicuous comment on the pupil's industry.

Deportment and Effort

A successful device for raising the scholarship standard is an honor roll. A new honor roll should be prepared each time the report cards are issued. The only names included should be of those pupils who have attained a genuinely superior rating (for instance, 90 or higher in every subject) during the preceding period. Of course, no pupil whose deportment is unsatisfactory should have his name on the honor roll. Make it a distinction for pupils to have their names on the honor roll; place the requirements high; announce the names to the student body; have them printed in the local newspaper; post them in some appropriate place about the school building. A neatly printed list framed and hung in the assembly room is a source of inspiration to pupils and teachers alike.

Honor Roll

"Outside Credit"

By "outside credit" is meant credit for work done away from school, outside of school hours, or under the tutelage of other than regular instructors.—in short, work over which the school exercises no direct supervision. The granting of credit for such work is likely to involve the school executive in no end of trouble and consequently it is here recommended that such credit be not granted toward graduation.

Definition and Recommendation

An exception to the above principle is not only noted, but recommended, as regards Bible study. Detailed plans for the granting of "outside credit" in this subject have been prepared and circulated by the State Board of Education. Copies of these plans may be secured from the State Department of Public Instruction.

Bible Study

Pupils who have failed in some subject occasionally apply for permission to make up the work under the direction of a special tutor. In such cases credit should not be granted unless the tutor has been previously approved and unless the pupil has passed a thoro examination given by the school authorities.

Tutoring

Textbooks and Supplies

There is in Montana no state adoption of high school textbooks. When requested to do so the State Department will advise with Montana high schools regarding the selection of texts. In general, texts should not be changed unless they are thoroly unsatisfactory, out of date, or in poor condition. Textbooks, as well as all other supplies necessary for the opening of school, should be ordered, preferably in the spring, but certainly not later than the middle of July preceding the opening of school.

Registration

In some schools much time is lost in getting started in the fall. This loss of time is in part avoidable if opportunity is given pupils for advance registration and if teachers are enlisted as registration helpers for the morning of the first day of school. It is, of course, necessary that the teachers for this work should be selected carefully and should be given definite instructions regarding the method of procedure.

Saving Time in Registration

A plan more desirable than the one indicated above consists in combining registration with vocational guidance. Pupils will then be registered for their full high school course and, except in the case of ninth graders coming from outside the system, registration will have taken place during the preceding school year. The time-saving feature here, while real, seems insignificant compared with the many other advantages of such a system.

Combining With Vocational Guidance

The Daily Program

The standards for accrediting require that periods be forty minutes long exclusive of the time used in passing beween classes. The better schools usually extend the period length to forty-five minutes or more. No school week should require less than twenty-five full hours of pupil attendance.

Length of Periods

One advantage of the forty-five minute plan is that a general assembly period may be secured when desired without violating the demands of the standards for accrediting. In schools organized on the forty minute basis a daily general period of about twenty minutes is usually provided somewhere in the morning session. This general period may on different days be employed for chorus work, class meetings, practice for literary and debate work, making up

General Assembly

of missed work, current events talks by pupils before the school, talks to the student body by faculty members or outsiders. In addition administrators usually find it advantageous to set aside a few minutes for the taking of roll and the making of announcements at the opening of the morning and afternoon sessions.

Posting the Program

A copy of the daily program should be posted. One desirable way of doing this is to have the boys in the shop classes prepare blue prints of the daily program with frames for hanging in the assembly room and in the principal's office.

Care of Grounds, Buildings, and Equipment

Especial effort should be directed toward keeping school grounds and buildings clean and attractive. Ideals of cleanliness, orderliness, beauty, and good taste should be early inculcated; and for the establishment of these ideals the school must in many of our pioneering Montana communities be answerable to an extent unthot of in other localities where the home shoulders much of this responsibility.

Establishing an Ideal

Buildings should be kept approximately as clean and orderly as the home of a capable housewife. The condition is somewhat different as regards the number of people using the building, but it should not be at all different as regards attitude of mind. Pupils and teachers should be urged to cooperate and should be told in what ways they may contribute, not only toward preserving floors, walls, blackboards, and school furniture free from mutilations, but also toward enhancing the general attractiveness of school buildings, class rooms, and grounds.

The Janitor

For the successful sanitation of a school plant it is entirely essential that a capable janitor be employed. If a school is fortunate enough to have an able janitor, he should be retained from year to year with appropriate increases in salary. An inexperienced janitor who manifests a disposition to learn and to profit by his experience should be taught how to do his work.* The inefficient janitor who is not interested in cooperating should be discharged.

Sanitation

The way to keep a building clean is to **keep it clean.** During the summer and again during Christmas vacation it should be gone over and put into good condition. Sweeping and dusting should be done as often as necessary; the frequency is dependent greatly upon weather conditions, the type and age of the building, and the number of pupils using it. The efficient janitor takes pride in the appearance of his building and will not allow accumulation of ashes in the yard or of dust and dirt on the floors, windows, school furniture, or woodwork. He watches the temperature in the rooms, cleans the blackboards and erasers, does necessary cleaning in the toilet rooms after each intermission, removes mutilations and markings whenever they appear, and makes needed repairs without always having to be reminded.

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* For this purpose no better book of instructions can well be conceived than the excellent bulletin issued by the Bureau of Education as Bulletin, 1922, No. 24; it may be had from the Superintendent of Documents, Washington, D. C., and should be in the hands of every principal and of every janitor in the state.

Observation will prove that buildings which are kept clean are nearly always orderly. Cases in which they are not are usually traceable directly to carelessness on the part of the principal and teachers.

Orderliness

Administrators and instructors who are concerned with establishing good habits in the pupils as well as with imparting information will have their offices, rooms, desks, shops and laboratories, looking busy, it is true, but not disorderly. There is a difference.

Every school plant can be kept clean and orderly; in so far as possible it should be made attractive. The appearance of corridors and classrooms can be greatly improved by the use of ferns, flags, mounted birds or animal heads, well selected pictures, and displays of pupils' work; even a bulletin board can be made a decorative feature if it is carefully constructed and neatly kept. A coat or two of paint will perform wonders for an old building. A patch of green grass, a few shrubs and trees, a hedge, a gravel walk lined with whitewashed stones,—these are not items of great expense; the janitor can spend some of his time taking care of them while classes are in session.

Decoration and Beauty

It will be the purpose of the State Department to issue a bulletin on construction, equipment, and care of school buildings and grounds. School officials contemplating the erection of new buildings or the remodeling of old ones should apply for copies of this bulletin.

Reference

VII. RECORDS AND REPORTS

School Records and Forms

It is important that every school should be equipped with a complete record system in which may be found all information necessary for reports and reference. It is of almost equal importance that these records shall be easily kept and that useless information shall not be secured and filed.

Specially Printed and Stock Forms

Larger school systems will have most of the record forms specially printed for their own use. For schools of small or medium size it is much more economical and approximately as satisfactory to secure stock forms for sale by various filing device companies and school supply firms. A little care exercised in selecting suitable forms will save many hours of time later on in making entries and in referring to the forms.

Responsibility for Entries

In school systems large enuf to supply regular office help it is advisable that entries in the various record forms be made by office employees. Where no special office help is provided responsibility for the keeping of records may be distributed to various members of the faculty. Usually it is desirable that the keeping of one particular record be assigned to one teacher. Surely not more than one person should make entries in the permanent record. As a business proposition it should be possible for the school executive to determine responsibility for every entry and for every omission.

Preservation

The careful preservation of records is a vital matter which should be handled just as methodically in the small school as in the large one. It is desirable that a fireproof safe or vault be provided. Failing that, a lockable filing cabinet should be secured for the school records. The keeping of the school records in a desk drawer or on a library shelf is wasteful of time; furthermore, it is unsafe as can be certified to by school executives who have been embarrassed by finding alterations introduced or by losing the records in part or entirely as a result of not preserving them safely.

Necessary Forms

The standards for accrediting require the keeping of accurate and complete records of attendance (attendance register) and work (permanent record). Certain other record forms are useful to the efficient operation of the school. The following may be regarded as the necessary forms:

1. Enrollment card. Here is entered permanent information regarding such items as pupil's full name, date of original entry, date of birth, and place of birth; parent's name, address, and occupation; information concerning home district, etc. This card is prepared when the pupil first enters and is retained in the office files from year to year.

2. Registration card. Here is entered information of temporary character regarding such items as telephone number, number of credits earned, name and address of person with whom pupil is living in town, subjects for which pupil is registered during every period of the day, etc. This card is prepared for each year or semester as local conditions may require and is destroyed whenever a new card is prepared. If a carbon copy is given the pupil at time of registration it serves the double purpose of a guide card during the opening days of school and an admittance slip to each class.

3. Teacher's class record. A class record book durably bound in cloth should be supplied to each teacher for the entry of pupils' daily grades.

4. Attendance register. The apportionment of money to the high school is dependent in part upon attendance; consequently the keeping of an accurate record of attendance is demanded as a condition of accrediting.

In large schools the checking of attendance is of necessity somewhat of an involved process. In smaller schools it is generally sufficient to have the teachers report absences to the office once or twice a day. If desired the record for the day may first be entered in a scratch pad from which it may later be transferred to the attendance register. Where entries are made directly into the register, they should be introduced at the close of every day.

5. Report card. Reports of the work of high school pupils are usually sent to parents at the end of every six weeks. Such report cards should be made of durable cardboard and should be enclosed in just as durable envelopes. Except in very small schools a duplicate record of marks on the report cards (preferably duplicate report cards) should be kept on file in the office.

6. Teacher's final report to superintendent. On this sheet is entered the teacher's statement of work covered and grades issued in each class taught. The statement of work covered should include information concerning texts, reference books, pages covered, classics read, experiments performed, speeds attained, etc. The record of grades issued should provide space for the entry of reason for the omission of any final grade and for statement regarding any special arrangements made with individual pupils for the removal of conditions.

Aside from providing readily accessible information on topics indicated above, the final reports of teachers make possible the entry of grades in the permanent record after the close of the school year instead of during the last busy days in the spring. Bound and filed, the sheets form a duplicate permanent record, valuable in certifying high school graduates for college entrance, invaluable in case of error or loss of any part of the permanent record.

7. Permanent record. Every person who has attended high school has a right to assume that an accurate record has been kept of the work which he completed while in attendance. Under the standards for accrediting no school may be approved unless such a record has been provided and accurately kept.

Permanent records are in bound, loose-leaf, and card form. On account of many and frequent changes in enrollment large school systems usually prefer the card form. Cards, however, are more easily lost than pages from a book, and for this reason should not be used in smaller schools, especially where no good provision has been made for their safekeeping.

8. Inventories. An inventory should be kept of the equipment in each room in the building. Every year before the close of school these equipment lists should be checked against the equipment of the individual rooms by the teachers in charge. Especial attention should be paid to the check in textbook and reference libraries, shops, and laboratories.

9. Miscellaneous forms. Other forms for current records will be needed from time to time. Among the more common of these are forms for checking out textbooks and equipment to teachers and pupils, tardy checks, teachers' reports of pupils absent, admission slips for pupils after absence, forms for certifying transfer of pupils to some other school. Some of these forms are used so seldom that they may be typewritten or mimeographed much more economically than printed.

Reports

Care should be taken that all entries are made in full before reports are submitted to the State Department and to the county superintendent. Accrediting is in part dependent upon a prompt and correct report to the State Department; apportionment of money cannot be made unless a detailed and accurate report is submitted to the county superintendent Duplicates of reports should be filed with the school records.

High School Reports, Parts A and B

Two reports from each high school are required by the State Department every year. High School Report, Part A, is due October 1st and calls for information principally concerning finance, equipment, certification of teachers, and daily program. High School Report, Part B, due June 15th, calls for data concerning enrollment, attendance, punctuality, graduation, work completed, credit granted, and changes in teaching staff during the year.

Special Report to County Superintendent

The Special Report to the County Superintendent of Schools is due on or before July 1st. For the preparation of this report it is necessary to have accurate information regarding the daily program of teachers and regarding attendance, eligibility, and residence of pupils.

VIII. STUDENT ACTIVITIES

Types of Activities

Significant features of high school work are extra-curricular activities of athletic, dramatic, musical, debating, literary, and social nature. Aside from clubs and organizations formed by those who have a particular hobby or dominating interest in some special subject such as science, business, agriculture, home economics, foreign language, hiking, kodaking, radio, art, music, etc., activities generally take on the various forms of presentation of plays, editing a school paper, interclass and interschool debating, football, baseball, basketball, track, orchestra, band, glee clubs, class and school receptions, parties, and picnics.

Values and Dangers

Student activities are important in that they give pupils opportunity for developing interests which are genuinely useful, but which are not sufficiently provided for in the ordinary school curriculum. Their value is sometimes lowered by the participation of too few pupils and occasionally they become detrimental because the idea of winning becomes so dominant as to eclipse considerations of honesty, fair play, and good sportsmanship.

Control and Policies

For these reasons it is urgently recommended that all student activities be carried on under the direct supervision of the principal or of some member of the faculty appointed by him. It is advisable that in so far as possible all contests and all practice for contests should be carried on in the high school building. The school of low enrollment should strive to excel in a few extra-curricular activities but should not try to support a large variety of them; attempt to do so will too frequently result in the neglect of regular school work. Practice for contests should not be allowed to interfere with the carrying out of the daily class program and no credit for these outside enterprises may be counted among the fifteen or preferably sixteen units required for graduation.

Contests

High schools are urged to enter the various county, district, and state contests and conferences. A number of the counties are fostering county field meets, spelling contests, competitive exhibits, etc. During the past two years a state music meet has been held at Big Timber. Last year the first state typewriting contest took place at Butte. In May of every year occurs the track and field contest at the State University of Montana at Missoula. At the same time and place are held the girls' declamatory contest, the boys' declamatory contest, and the final state contest in debate. The annual high school basketball tournament is held at Montana State College, Bozeman, in March of every year. In connection with the tournament the extemporaneous speaking contest and the essay contest are held. The vocational conference for girls and the young men's vocational conference at State College have attracted many high school students during recent years.

IX. MAJOR MOVEMENTS IN SECONDARY EDUCATION

In the following pages are grouped a number of movements and methods which one way or another are at the present time influencing and shaping education. No claim is made that all topics worthy of discussion have been treated. Some subjects which might well be classified here have been given attention elsewhere in this manual; generalized courses in mathematics, science, social science, and shop are cases in point. Other topics there certainly are which might be included. Nor is any illusion entertained that the treatment given topics is complete; obviously it is not. The purpose is to bring to the attention of school executives and teachers some important matters which are at the present time being agitated in educational circles and by a few references to lay the basis for study.

The Junior High School

It is noticeable that in this manual provision is not made for the junior high school type of organization. This is explained by the fact that our Montana school laws are not at the present time adapted to the establishment and support of any except four year high schools. Wherever the 6-3-3 or the 6-6 plan is attempted, it will be necessary to keep the records of grades 9-12 separate from those of the first eight grades in order that a correct basis for the distribution of the high school tax may be secured.

Handicaps to Establishment

Some of the advantages of junior high school organization may be had by departmentalizing the work of the seventh and eighth grades and, if desired, by establishing these two grades as junior high school. This plan has been adopted with success by a number of our Montana schools.

Departmentalization

School administrators and teachers interested in junior high schools will find valuable reading matter on the subject in copies of the *School Review* for a number of years past. Among books on the subject Briggs's *The Junior High School* (Houghton, Mifflin Co.) and Koos's *The Junior High School* (Harcourt, Brace & Co.) will be found illuminating.

References

Standard Tests

Standardized testing has become important during the present century Previous to that time no carefully prepared and tried instrument had been devised for measuring such elusive qualities as mental capacity and accomplishment. In that portion of the field which relates to educational testing, practically all of our progress has been made in the last ten years; everyone is acquainted with the impetus given by the World War to group intelligence testing. When one reflects upon the intangibility of the product measured and the short period of experimentation one will not violently criticize the results obtained. On the other hand, one will rather be astonished to discover that, in a world where centuries were needed to establish definite units of lineal measurement, fairly reliable methods of computation in the shadowy realm of mentality have been so far advanced in one or two decades.

The Testing Movement

Classification of Tests

Tests are classified into intelligence tests and educational tests depending upon whether they are intended to measure native mental capacity or accomplishment in some definite school subject. A group closely related to intelligence tests are aptitude or vocational tests. A number of intelligence tests have been carefully standardized for high school use; the same is true of educational tests in certain subjects; aptitude tests are still quite experimental but considerable work is being done and rapid development may be looked for in this highly important field.

Values and Dangers

A balanced view should be maintained with regard to testing. Standard tests should by no means be regarded as a panacea for all educational ills; those best informed are least inclined to so regard them or to attach absolute confidence to their results. On the other hand, experience teaches us how much guesswork enters into the preparation and grading of ordinary tests devised by the classroom teacher. The same test, given in the same way, and standardized as regards results for thousands of pupils, cannot but be regarded as a valuable accession to educational devices.

References

The uses and abuses of standard tests are so many and varied that it would be futile to attempt any discussion of them here. Besides such treatment is unnecessary; for professional literature on the subject of testing is so ample that the problem is not to find good books on the subject but rather to select wisely from abundant excellent material.

For the person who has had no experience with tests or testing, no better treatise can well be conceived than Goddard's *Human Efficiency and Levels of Intelligence.* (Princeton University Press). Goddard's book in a somewhat popular way opens up the field, with statements of progress already made and glimpses of what may be expected; it is in no sense a detailed treatise on standard tests. Invaluable on the selection, giving, grading and use of results of tests are such books as Brooks's *Improving Schools by Standardized Tests* (Houghton, Mifflin Co.), McCall's *How to Measure in Education* (Macmillan), Pressey's *Introduction to the Use of Standard Tests* (World Book Co.), and Terman's two books entitled *The Intelligence of School Children* (Houghton, Mifflin Co.), and *The Measurement of Intelligence* (Houghton, Mifflin Co.). No principal or teacher should attempt to give tests unless he has thru reading and study familiarized himself with the significant features of standardized testing.

Guidance

The Need

The average eighth grade graduate if left to his own devices will not enter high school; or he will enter high school and drop out before he graduates; or he will graduate and then drift into some occupation because a position happens to be conveniently vacant or because this position offers him one dollar a week more than some other; or he will be fortunate enuf to postpone the election of a vocation for four years more by taking a college course. In high school, probably in college, he may elect to take a subject because one of his friends has elected it, or because he thinks it is easy, or for some equally inconsequential reason..

Here lies the universally admitted need for guidance in high school. Guidance must shift the mistfits in school in order that they may not later become misfits in life. Guidance must aid the adjustment of the individual for his own good and for the advantage of society. More specifically guidance must make effort to retain pupils in school until they are ready to leave; failing that, it must furnish emergency preparation to those that leave early and after placing them in positions must follow them up with training and counsel thru the continuation school; those that remain in school must by means of advice, vocational information, and try-out courses and activities be led to choose wisely among courses in the school, among higher institutions to be attended, and among vocations to be entered.

Objectives and Activities

A program such as that outlined above cannot at present be put into complete operation in the average Montana high school; this fact in no way forms a reason for not attempting to put parts of it into operation. Thru theme assignments, courses in vocations, and talks before the school by persons in various occupations vocational information may be disseminated; thru success in various school subjects, thru teacher opinions, and thru intelligence tests judgment may be gained regarding capacities of individual pupils; thru extra-curricular activities and try-out courses the pupil is offered excellent opportunity for finding himself; and thru daily classroom contacts and private conferences the teachers and principal can greatly influence the future plans of pupils under their care.

Methods

Bulletin of the Bureau of Education 1918, No. 19, *Vocational Guidance in Secondary Education,* gives much pertinent information regarding plans for guidance of high school pupils A wealth of literature is available on vocational guidance in the works of Allen, Brewer, Davis, Puffer, Weaver, and others. The Federal Board of Vocational Education has a number of monographs on vocations. At Montana State College each year are held a girls' vocational conference and a boys' vocational conference. The National Vocational Guidance Association and its monthly bulletin published by the Bureau of Vocational Guidance, Graduate School of Education, Harvard University, should be familiar to all.

References

Directing Study

It is a truism to say that a large number of pupils fail because they do not know how to study. Nevertheless in how many school systems do we not go on failing pupils year after year, knowing that they fail largely because of inefficient study methods, and still making no effort to correct poor study habits or to inculcate good ones? And if we were to extend the time a few years and were to determine by investigation how many adults fail in life to a greater or lesser extent because of inability to study properly, the results would probably be approximately as startling and even more tragic.

Importance of Knowing How to Sutdy

In a small minority of school systems organized attempt at correcting this deficiency has been introduced thru the plan of having pupils study the various subjects under the supervision of the teachers of those subjects. The many advantages of such a plan are understandable in speculation and become conclusive through application. The plan of supervised study involves, however, a lengthening of class periods and consequent increase in teaching force. Some schools operate on an eighty or eighty-five minute basis, half of the time being given to supervised study; others are organized on a sixty minute period plan with two-thirds of the time for recitation and one-third for study.

Supervised Study

The school which finds it impossible to put into operation either of the above plans can still do much to improve study conditions by putting into the hands of the pupils such a book as Sandwick's *How to Study and What to Study* (D. C. Heath Co.) and by giving teachers access to Earhart's *Teaching Children to Study* (Houghton, Mifflin Co.) Hall-Quest's *Supervised Study* (Macmillan), McMurry's *How to Study and Teaching How to Study* (Houghton, Mifflin Co.), Miller's *Directing Study* (Scribners), Whipple's *How to Study Effectively* (Public School Publishing Co.) and Zimmers's *Teaching Boys and Girls How to Study* (Parker Educational Co., Madison, Wis.). The plan would contemplate the giving of some class time to discussion of study methods in the various subjects; it would also call for careful and detailed assignments of lessons. In many cases the time given to discovering whether or not pupils have mastered yesterday's assignment could be greatly shortened and the time thus gained employed more profitably anticipating difficulties in tomorrow's lesson and in making sure that pupils understand definitely what and how they are expected to prepare.

Other Means of Directing Study

The Problem Method

Much discussion, some of it rather unfortunate, has taken place regarding problems and projects. The present purpose is not to enter into this controversy. The primary concern here is not with definition of terms but rather with a certain method of securing the child's attention to subject matter; for the sake of convenience the term problem method is here used.

Problems and Projects

The problem method consists in grouping purposeful activity of pupils about some central problem. The problem may concern one individual or it may concern a whole group or class; it may deal with a phase of some regular school subject, such as science, or it may deal with some extra-curricular activity, such as presenting a play. The essential element is that pupils shall not consider the work merely another school exercise devised by the teacher, but that they shall enter whole-heartedly, earnestly, and with purpose into the task of solving it or of bringing it to completion.

The Method

Discussion of the problem (project) method may be found in almost any book on teaching methods. Among books wholly concerned with the topic may be mentioned Branom's *The Project Method in Education* (Ginn) and McMurry's *Teaching by Projects* (Macmillan). Excellent articles on the subject are to be found in the *Teachers College Record* for September, 1918, and September, 1921.

References

Professor Kilpatrick's epoch-making article of September, 1918, has been published as a separate monograph and may be secured from the Bureau of Publications, Teachers College, Columbia University. During 1922-1923, continued articles written by Professor Kilpatrick and Professor Hosic have appeared in the *Journal of Educational Method* (World Book Company).

The Socialized Recitation

Closely related to the problem method is the socialized recitation. By socialized recitation is not meant the placing of a pupil in the teacher's chair; it may take that form but that is incidental. By socialized recitation is meant the participation in the discussion and in the work by all the pupils without undue timidity or restraint. In so far as she secures pupil interest and spontaneous response in the class exercise, in that measure is the teacher employing the socialized recitation.

What It Is

Every teacher of ability uses the socialized recitation to a greater or lesser degree. It consists fundamentally in an attitude of mind on the part of both teacher and pupils. When the pupils are adequately prepared and sufficiently interested to comment on one another's recitations, when the teacher ceases to be regarded as an oracle whose only function is to impart information, when the pupils realize that they are in a social environment in which it is allowable to express thought more fully than by answering yes or no to questions asked,—the socialized recitation is being employed. The pupils then are co-workers busy with solving problems in which they are vitally concerned; the teacher aside from being a co-worker is an advisor and counsellor who directs but does not conduct the work of the class.

To the teacher who talks too much (and most teachers do) no better advice can be given than that she acquaint herself more fully with the socialized recitation method and attempt gradually to put it into practice. Practically every recognized book on methods contains one or more chapters on the socialized recitation. Robbins's *The Socialized Recitation* (Allyn and Bacon) should be found in every professional library. The teacher who familiarizes herself with the socialized recitation and then sets about putting it into operation will soon discover what devices she can most effectively employ.

Study, Then Practice

X. THE SUPERVISION OF INSTRUCTION

The present manual is one on organization and administration of high schools; those that follow will be supervisory in character in that they will contain discussions of subject matter, methods, and devices to be employed in teaching the various subjects. Still, even in this manual, it does not seem proper that the important subject of supervision should be passed by without comment. As someone has aptly observed, schools are organized in order that they may be administered and administered in order that they may be taught.

The Principal's Duties

The principal of the average Montana high school, in addition to being responsible for the performance of executive duties of organization and administration, is called upon to do supervisory work and, not infrequently, a considerable amount of regular classroom teaching. The duties of meeting his classes and of organizing and administering the school are imminent and tangible; any remissness in these fields is easily and quickly detected. But the work of supervision is not so immediately insistent in its demands upon his time; besides he often feels that he is not especially prepared to do this work well; the consequence is that supervision of instruction is crowded out and neglected.

Space will not allow of any detailed treatment of supervision in this bulletin. A few brief paragraphs regarding how to secure time for supervision and regarding some of the principal activities of supervision are all that will be attempted.

Securing Time for Supervision

The time necessary for supervision must be secured mainly by distributing to other teachers and by making convenient many of the principal's other duties. The organization plans should be well worked out before the opening of school. If genuine foresight has been used in organizing, the school of average size will not need a great deal of administering. Such matters as the ordering of supplies and the registering of pupils can be handled more efficiently, more easily, and more carefully in the spring of the year than in the fall. The preparation of a daily program and the assigment of pupils and teachers to classes can then be completed during the summer. The keeping of attendance registers, of report cards, and of property records can be assigned to individual teachers. The use of a teacher's final report of work covered and grades issued makes possible the entry of grades into the permanent record after the close of school. Time can be saved by doing some of the routine duties during periods spent in the study hall. If even only one period a day is reserved for supervision, the principal may by varying the sequence of high school class periods find opportunity to observe the work of any elementary teacher at any time of the day.

Supervising Activities

Laying the Basis for Supervision

Before systematic supervision is undertaken explanation should be made to teachers of its aims. Supervision of instructors who thru misunderstanding or for other reasons are unsympathetic toward its purposes cannot be successful. Unless basis for cooperative work is laid, suggestions, no matter how lucid and logical, will be either resented or disregarded.

Among activities of supervision that of visiting and observing the work of teachers is the one which takes most time but which is also most productive of results. Aside from establishing intimate contact with the problems and success of individual teachers and pupils, such observation gives the capable principal opportunity to commend good work and to suggest understandingly changes or additions in methods and subject matter; such guidance is invaluable to inexperienced teachers and is useful to the professionally minded experienced teacher. At times the point of the principal's comment may be made clear by demonstration before the class; more frequently a conference with the teacher and possibly a subsequent demonstration are needed.

Visiting and Observing Work of Teachers

It is desirable that definite outlines of subject matter in the various subjects be prepared. In the small high school the work of preparing these outlines will usually fall to the principal and the individual teacher in each department. If desired, reliance for general ideas may be placed upon professional reading of various kinds and upon courses of study prepared under the auspices of teachers' organizations, state departments, state universities, and other high schools; but the generalizations which inevitably characterize such reading and such courses make it necessary to supplement them with more concrete specifications applicable to local conditions. The state course of study may give, for instance, a list of classics to be read, a number of experiments to be performed, a group of topics to be completed; the local course of study will indicate the titles of the classics, the numbers of the experiments in the manual used, the number of pages in the text adopted.

Preparing Course of Study Material

During the last few years the testing movement has gained great impetus. At present there are a number of intelligence tests standardized for use in high schools and a considerable number of educational tests, many of which are theoretical or experimental. In general, it is true that educational tests for grades have been much better standardized than those for high schools. The use of educational tests where available is, of course, one of the effective means by which the supervising principal may check results of instruction and plan correction of weaknesses.

Using Standard Tests

Teachers' meetings furnish the alert principal another opportunity for improving instruction in his school. While there may not infrequently be necessity for discussing individual pupils or groups, the teachers' meeting should not be allowed to descend so far as to be principally a clearing house of information concerning refractory pupils. Among more useful activities may be mentioned the explaining or cooperative planning of administrative policies and devices, reports on results of tests and studies, announcements of interest to teachers, the directing of attention to professional reading in current magazines or recent books, reports on educational meetings attended, together with occasional papers, discussions, and reports on educational topics and movements.

Planning Teachers' Meetings

A plan for having teachers visit and observe the work of other teachers

is productive of much professional advancement if properly carried out. In many schools teachers are allowed visiting days when they are excused from meeting their regular classes in order that they may visit other school systems. It is not the purpose here to discount the visiting day plan; it has real values; but it does seem like carrying coals to Newcastle to spend time and money besides disarranging the work of one's own school in order to observe teaching in a neighboring town, when there may be just as good teaching going on in an adjoining classroom of one's own building.

Planning Teacher Observation of Other Teachers

The desirable plan is to encourage observation of good teaching whether in the local system or elsewhere. Teachers should be given to understand that when they observe they are in no way to regard themselves as critic teachers; they observe teaching in order that they may themselves improve as teachers, not in order that they may pass comment upon teaching done by other instructors. It is important also that teachers when visiting be given fairly detailed suggestions regarding methods and devices to look for; for the visiting of local teachers these suggestions can be made quite definite; a good teachers' rating card will furnish a multitude of suggestions for observation of the work of any teacher.

Rating cards, just mentioned, furnish one of the excellent means of improving teachers in service. There are various well founded objections as well as advantages to classifying teachers on their basis; each school system will have to determine for itself whether or not it wishes to make promotion or classification of teachers dependent upon a rating system. But the rating of a teacher by herself periodically is an exercise which cannot be other than profitable since by this means she is continually being reminded of teaching qualities to be developed and since she cannot but be impressed somewhat by her own estimate of herself.

Employing Rating Cards

Such rating, too, will do more than any other one activity to eliminate common teaching weaknesses, such as: using more time than needed for discovering absentees and for distributing or collecting paper and supplies; allowing pupils to keep their books open while reciting; announcing the name of a pupil before asking the question; repeating the question for an inattentive pupil or repeating an answer given by some pupil; calling for volunteers without giving the slow pupils time to volunteer; calling only upon the volunteers; calling only upon the quick pupils; using the question and answer method too exclusively; interrupting a worthwhile recitation; lack of variety in position before the class, i. e. being always seated or always standing; lack of variety in activities during the class period. Hughes's *Mistakes in Teaching* (Flanagan) and McMurry's *Handbook of Practice for Teachers* (Macmillan) will suggest extensive additions to the list.

Concluding Remarks

Better Teaching a Result of Supervision

A school is good or poor as the teaching is efficient or inefficient. It is important to organize and administer well in order that capable teachers may do their most effective work; but no amount of good organization and administration will build a strong school if the teaching is weak. If the teaching is weak, supervision will make it stronger; if the teaching is efficient, competent supervision will make possible the fashioning of an unusually efficient school system.

Selection of Teachers Guided by Observation

Whatever may be said of the values of supervision and the growth of teachers in service, it is, nevertheless, true that the school executive who selects good teachers holds a great advantage over the one who plans to develop a good teaching staff through supervision; and the only sure way by which a principal or superintendent may know good teachers in his own and other systems is by observation of their work. Even for no more ideal reason than this, supervision should occupy the attention of the school executive, especially since under the standards for accrediting of Montana high schools no board of school trustees may elect teachers except upon the recommendation of the administrative head of the school system.

References

During the past three years there have been published two excellent works on supervision of instruction. The supervising principal will do well to give special attention to Nutt's *The Supervision of Instruction* (Houghton, Mifflin Co., 1920) and to Burton's *Supervision and the Improvement of Teaching* (Appleton, 1922.)

XI. COURSES OF STUDY

The plan is to prepare state courses of study in high school subjects as soon as possible. This work has been begun and tentative courses in some of the subjects are being distributed this year.

It is recommended that school men secure copies of the Reports of the N. E. A. Commission on the Reorganization of Secondary Education. Some of the states use these reports exclusively and do not plan to have courses of their own prepared. Certainly it is difficult to conceive of any body of educators better prepared to give directions for content of courses than these various committees of educational experts appointed by the National Education Association. Following is the list of their reports; they may be had by addressing the Superintendent of Documents, Washington, D. C.

	Price
1918, No. 35, *Cardinal Principles of Secondary Education*	5c
1915, No. 23, *The Teaching of Community Civics*	10c
1916, No. 28, *The Social Studies in Secondary Education*	10c
1917, No. 2, *Reorganization of English in Secondary Schools*	20c
1917, No. 49, *Music in Secondary Schools*	5c
1917, No. 50, *Physical Education in Secondary Schools*	5c
1917, No. 51, *Moral Values in Secondary Education*	5c
1918, No. 19, *Vocational Guidance in Secondary Education*	10c
1919, No. 55, *Business Education in Secondary Schools*	10c
1920, No. 1, *The Problem of Mathematics in Secondary Education*	5c
1920, No. 26, *Reorganization of Science in Secondary Schools*	10c
1920, No. 35, *Agriculture in Secondary Schools*	5c
1921, No. 32, *The Reorganization of Mathematics in Secondary Education*	10c
1922, No. 5, *Reorganization of Home Economics in Secondary Schools*	5c
1922, No. 23, *High School Buildings and Grounds*	15c